

Student Name: _____

CULMINATING STUDENT ACTIVITY 1

WHAT'S THE SCENARIO?

Directions: Read the scenarios and answer the questions that follow on a separate sheet of paper.

Monique

Monique's parents are heading out for the evening, so Lora, her regular sitter, comes over to watch her. But not long after her parents leave, Monique starts to feel really sick to her stomach. Lora remembers she has some medicine in her backpack that the doctor prescribed to help relieve her flu symptoms a few months ago. Lora gets it out and tells Monique it should be fine for her to take it since she's really not that much younger or smaller than Lora.

1. Should Monique take Lora's medicine? Why or why not?
2. Outline the steps that Lora should have taken in order to handle this situation responsibly.

Kyron

Kyron's family is heading out on a weeklong trip to visit his grandmother Jada, who lives hours away. Because they will be gone for several days, Kyron's mom makes sure to pack a bag with many of the medicines the family uses regularly. When they get to his Grandma Jada's house, however, Kyron notices that his mom sets the bag on a shelf in a lower-level kitchen cabinet. Kyron is concerned because he knows this isn't safe, especially because his younger cousin Maya, who is only three years old, is also visiting Grandma Jada that week.

1. Who should Kyron talk to about his concerns? Why?
2. Brainstorm some ways that Kyron and his parents could address the medicine storage situation at his grandmother's house. What are some of the things they should talk to her about?

Sophie

Sophie has talked to her parents about what she learned in *OTC Medicine Safety* and they've decided as a family to take steps to solve some of the problems with medicines in their household. Help Sophie's family come up with solutions to the following problems:

1. Sophie's mom has always used a kitchen spoon to measure medicine.
2. Sophie's dad goes to the drugstore to buy medicine to help Sophie's sore throat and cough. He remembers that Sophie also takes allergy medicine and wonders if it is okay to mix different medicines. Who can Sophie's dad talk with to get answers to his questions?

Jason

Jason is an adult who has been dealing with a headache for the past couple of hours, and is trying hard to meet a deadline at work. Obviously his ailment is making it difficult to do his work. He used the bottle of headache medicine in his bag before, and the medicine worked pretty well. This time, however, Jason's headache seems to be extra annoying. He's thinking about taking more than the dose he took before because his headache seems worse this time around. He's already taken cold medicine today for an ongoing bout with stuffiness, so maybe a couple of these headache pain reliever pills will do the trick.

1. Should Jason take more than the recommended dose of headache pain reliever medicine? Why or why not?
2. Why is it important for Jason to read the *Drug Facts* label on the headache medicine? Hint: Remember that he has also taken cold medicine today.

Follow-up: Create your own scenario or pair up with another student to produce a joint scenario.

Student Name: _____

CULMINATING STUDENT ACTIVITY 2

ROLE-PLAYING

Directions: Select one or more of these situations to act out with your group. Review the characters, situations, and tasks as you prepare to present to your classmates. Your teacher will quiz your classmates with the follow-up questions about each situation.

The Unwell Friend

CHARACTERS

- **Sarah:** A student who lives in the house where the scene is set
- **Emma:** A friend who doesn't live in the house and isn't feeling well
- **Mrs. Moore:** Parent who lives in the house
- **Mrs. Watson:** Parent of friend who doesn't feel well

SITUATION

- Your friend is visiting you and develops a bad headache, so she asks for some medicine she usually takes at home.

TASK(S)

- Act this scene out twice: once, showing the wrong or unsafe way to handle this situation, then showing the safe and responsible way to address the problem.
- Include discussion about whether the medicine she takes is prescription (Rx) or over-the-counter (OTC), and how to tell the difference.
- Decide how to handle the situation with the adults.

QUESTIONS

1. Did you think the way your classmates acted this scene out seemed believable? Why or why not?
2. Name one thing you remember about the differences/similarities between prescription and OTC medicines that your classmates didn't address in the skit.
3. Do you have any other suggestions for safe ways to deal with this situation?

The Right Dose

CHARACTERS

- A student who lives in the house where the scene is set
- Two or three friends who are visiting to study for a test
- An older sibling who lives in the house
- A parent

SITUATION

- You and your friends are studying in a room where medicine is kept.
- An older sibling comes in and begins rifling through the medicine drawer.
- The older sibling chooses a medicine without consulting an adult and doesn't choose the dosage device that comes with the medicine.

TASK(S)

- You and your friends must convince the older sibling he or she is being unsafe by explaining what you have learned about medicine safety and *Drug Facts*.
- You also should explain that when it comes to taking medicine, more doesn't necessarily mean better.
- The parent must be consulted about taking the medicine.

QUESTIONS

1. What else should the younger siblings inform their older sibling about?
2. Did the students in this skit address where the medicine was stored in the house? Was it stored in a smart place? Why or why not?
3. Do you have any other suggestions for safe and responsible ways to deal with this situation?

CULMINATING STUDENT ACTIVITY 2

ROLE-PLAYING

CONTINUED

The Drug Facts Detectives

CHARACTERS

- A student
- A parent of the student
- A pharmacist
- A shopper (or a pair of shoppers) who needs information about OTC medicine directions for a baby
- A shopper who needs information on the drug interactions of an OTC medicine

SITUATION

- A student and his or her parent are at the pharmacy looking for a medicine for the student's allergy symptoms.
- The student and the parent have some questions about the information on the *Drug Facts* label.
- Other shoppers learn from what the student and parent are doing and become more informed about the *Drug Facts* label.

TASK(S)

- The student and the parent must ask the pharmacist some questions about the *Drug Facts* label; in the skit, the student and the parent should mention that the student sometimes takes medicine that contains a pain reliever for headaches.

- The pharmacist should help the parent and student understand how to choose the right allergy medicine by comparing active ingredients on the *Drug Facts* label with the pain reliever medicine they have at home.
- Other shoppers should hear this and realize they can ask the pharmacist questions about OTC medications.
- The pharmacist should answer other shoppers' questions and help them learn where else they can get more information.

QUESTIONS

1. What else do you remember about the Active Ingredients section on the *Drug Facts* label that this skit didn't mention?
2. Are there any other sections of the *Drug Facts* label the pharmacist should have or could have mentioned when talking to customers? Which sections and why?
3. Did the shoppers and pharmacist remember all the places or sources to look for more information? If not, what did they leave out?

KNOW THE FACTS

OVER-THE-COUNTER MEDICINE SAFETY

Read the following passage and answer the questions.

Your friend Brian is sleeping over tonight, and you plan to watch movies at home with snacks. Brian's stomachache might put a kink in the plans, however. Ever since dinner he's been feeling a bit uncomfortable, so you decide to share some medicine your parents bought last year for your little sister Kim's stomach pain. It's an over-the-counter medicine (not a prescription), and you know that Brian is allergic to certain medicines and you should always talk to a trusted adult before using medicine. There is an expiration date on the bottle, and on the back panel there is a *Drug Facts* label, which lists information like uses (what symptoms the medicine treats), directions (the amount or dose of medicine to take, who should take it, how often it should be taken), active and inactive ingredients, and more. Your parents have gone to bed and you're thinking about handling this situation yourself.

Should you give the medicine to Brian without talking to your parents first? Why or why not?

Describe the difference(s) between OTC medicines and prescription medicines:

Why is it important to read the *Drug Facts* label when planning to take OTC medicines?

Should your parent give Kim's stomach pain reliever to Brian if he has the same symptoms as Kim? What part of the *Drug Facts* label will indicate that?

KNOW THE FACTS

OVER-THE-COUNTER MEDICINE SAFETY FOR ADOLESCENTS

Tell your family about over-the-counter (OTC) medicine safety. Create a two- to three-minute public service announcement (PSA) about OTC medicine targeted at your family. Use any data or statistics from the infographic or the resources on the next page that you think might strengthen the message of your PSA. Think about younger siblings, grandparents, or someone in your home recovering from an operation or injury who needs to take medicine.

Use this outline to start planning the content for your PSA, and when you've organized your thoughts, draft your message on a separate sheet of paper. Remember: Your message should be informative and interesting!

PSA MESSAGE: USING AND STORING OTC MEDICINES SAFELY

Audience: Your family members *(What are their ages? How many people are in your family?)*

Scenario *(Where does this PSA take place?)*

Character Names *(Who's involved in this PSA?)*

Action *(What happens during your PSA?)*

Solution/Facts *(How does your PSA address usage and storage of OTC medicines?)*

For More Information *(Here is your opportunity to offer viewers a phone number or website for more information!)*

KNOW THE FACTS

OVER-THE-COUNTER MEDICINE SAFETY

FOR ADOLESCENTS

The majority of adolescents begin to self-medicate with OTC medicines between 11-12 years old.*



By age 16, approximately
90%
of adolescents report self-administering OTC medications

UNSUPERVISED SELF-ADMINISTRATION CAN LEAD TO INCORRECT USE IN INDIVIDUALS UNDER THE AGE OF 18



Medicine errors and misuse of OTC medications result in approximately **10,000 ER visits** for kids under 18 each year.¹

In 2013, America's poison centers managed over **250,000 exposure cases** involving children ages 6 to 19; over half of these cases involved medication errors and misuse.²



These incidents are preventable

A BIG PART OF THE SOLUTION IS **EDUCATION**



Remember to always use the dosing device that comes with the medicine



Be sure to read & follow the *Drug Facts* label every time

1

Take only one medicine at a time with the same active ingredient



Store all drugs up & away & out of reach & sight



Program the Poison Help Number into your phone:
1-800-222-1222

WEB RESOURCES FOR FURTHER RESEARCH

- ▶ **Medicines in My Home: Students** (U.S. Food and Drug Administration)
accessdata.fda.gov/videos/cder/mimh/index.cfm
- ▶ **Up and Away**
upandaway.org/
- ▶ **Safe Kids Worldwide**
safekids.org/
- ▶ **Interactive: The Drug Facts Label** (Be MedWise)
bemedwise.org/label/label.htm
- ▶ **Online Activity: Hunt for Hazards**
scholastic.com/otcmedsafety/hazards/